

**FINAL EVALUATION
of the
COMMUNITY SERVICE AND LEADERSHIP
DEVELOPMENT PROGRAM
in
SLOVAKIA and POLAND**

Prepared for the U S Agency for International Development
Cooperative Agreement No EUR-0032-A-00-2017-00

Commissioned By

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June 9, 1995

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TABLE OF CONTENTS

SLOVAKIA

| | |
|--|---------|
| EXECUTIVE SUMMARY | page 1 |
| ANECDOTAL SUMMARY - IMPACT ON COMMUNITY | page 2 |
| INTRODUCTION AND BACKGROUND | page 5 |
| PURPOSE OF THE EVALUATION | page 6 |
| EVALUATION METHODOLOGY | page 7 |
| FINDINGS AND CONCLUSIONS | page 10 |
| I /II Review strategies and activities, comparing actual achievements with projections | |
| III Identify prevailing strengths and weaknesses which facilitated or inhibited the accomplishment of project objectives | |
| IV Identify obstacles which may hinder replication of program in other locations | |
| V Identify project elements which could benefit from fine-tuning | |
| VI Assess impact to date or potential for impact | |
| VII Recommendations for program priorities | |

POLAND

| | |
|--|---------|
| EXECUTIVE SUMMARY | page 20 |
| STRATEGIES AND ACTIVITIES | page 21 |
| EVALUATION METHODOLOGY | page 21 |
| APPENDIX 1 - Evaluation Scope of Work | |
| APPENDIX 2 - Itinerary of Principal Evaluator - Slovakia | |
| APPENDIX 3 - Individuals Interviewed and Representative Organizations | |
| APPENDIX 4 - Questionnaire for Training Participants for MODULE I/MODULE III | |
| APPENDIX 5 - Professional Qualifications of Evaluators | |
| APPENDIX 6 - Lessons Learned Review by Delphi Staff | |

EXECUTIVE SUMMARY

The Slovak Community Resource and Leadership Development Program was developed and implemented by Delphi International under Cooperative Agreement No EUR-0032-A-00-2017-00 of the Agency for International Development. The grant period was from August 1, 1993 to July 24, 1995. The Slovak program was an extension of the "Ochota Project" which was delivered in Poland. The extension was requested to replicate the program in several other cities in Poland and one city in Slovakia-Bratislava.

The primary goal of the project was to replicate the training program developed in Ochota for as many organizations and community leaders as possible in order to improve the level of services and quality of life for those segments of the society most at risk. The program initiated five major strategies:

- A Work with local leaders to assess existing needs and identify available resource in each community,
- B Teach management skills and organizational techniques that are most relevant to the local situation,
- C Cultivate creative responses to individualized problems,
- D Provide seed grant monies for project implementation,
- E Provide on-going technical assistance in project implementation to all community organizations who have received seed grants, and,
- F Provide specialized training in the social service area

A final evaluation of the program was conducted in May, 1995 to review accomplishments, identify strengths, weaknesses, obstacles to replication and program improvements, assess its impact, and make recommendations regarding program priorities. One training was conducted after the evaluation had begun and was not included in this evaluation. The primary tool of the evaluation was a questionnaire conducted with nine randomly selected participants representing nine organizations. In addition, the USAID project specialist was interviewed. All materials pertaining to the program were reviewed.

The program was successful in achieving its goals and objectives in that local leaders were identified and those attending the training appeared to be highly motivated people. Program participants have utilized the skills learned during the training and have applied them to their own programs and projects. The use of experiential learning technique skills contributed to the success of the program. This was a new learning style for Slovaks and many of them benefitted and positively commented on this approach. Another factor contributing to the success of this program was the increase of participants confidence to carry out tasks is a reflection on the empowering quality of the training. Also, many of the participants emphasized how the training gave them confidence and courage to carry out tasks which were once difficult for them i.e., asking sponsors for money.

Several areas of improvement were also identified to fine tune the training. A greater incorporation of Slovak case studies and examples into the workshops was identified as beneficial. There are of course generalized topics that apply to all organizations but for the utmost experiential program it would be best to utilize Slovak examples. Individuals from the same organization should attend the same training. Some trainees indicated difficulty in applying the knowledge and skills learned because others in their organization were not familiar with the concepts presented. In addition, individuals from the same area of interest would also enhance the learning experience. Further, it would lead to further collaborative efforts in the future among people of the same interest area. Training should allow enough time for participants to process and feel comfortable with the information and subject matters presented. In addition, the training should allow time for trainees to introduce their own individualized practical experiences. The materials should be reviewed by a Slovak individual for appropriateness and addition of Slovak case studies and examples. Recruitment should be fine-tuned in order that appropriate people attend the appropriate workshops. For example, for the Trainer of Trainers workshop, people who will be providing workshops in the future should be targeted and recruited. Lastly, a local resource person should be identified for on-going relationships with workshop trainees for follow-up services.

The major recommendations for program priorities are to continue training, involve local organizations with course revisions and design, develop comprehensive Slovak course materials, and provide training outside of Bratislava.

ANECDOTAL SUMMARY-IMPACT ON COMMUNITY

From a social services perspective individuals are in constant interaction with members of their immediate family, networks of friends and acquaintances, and a multitude of other systems including employment, health and welfare. The social systems theory states that whatever affects one part of the system to some degree affects all parts. If one applies the systems theory to this program it is necessary to recognize the individual is in continuous interaction with other systems. These systems include family, small groups, organizations, community action, nation state and the international arena. Using this perspective, it is important to recognize that while Delphi trained the individual the impact goes beyond the individual to other systems. To understand the impact of this training program on the community and individuals it is important to recognize the wide mosaic of individuals and the organizations they represent. Evaluation participants painted a small picture of the social services currently provided in Slovakia. Anecdotal examples follow.

Services for the Mentally Retarded

Olga Nemcova, Head Nurse for the **Institution of Social Care for Youth**. This is an institution funded by the Ministry of Labour, Social Affairs and Family located in District III of Bratislava. Clients are provided with health, education and social care in this day treatment program. Twenty two staff members work to meet the needs of 20 children. Currently, there are 4,500 mentally retarded children. In Bratislava there are eight institutions which provide services for 700 children. Mrs. Nemcova stated, "As a result of this training the vision of the new Residential facility was created." She and others are planning a residential facility for 24-hour care of the mentally retarded.

Services for the Mentally Handicapped

Anna Handelova, Project Coordinator for KIDS , "The Project of the Social Habilitation of Mildly Mentally Handicapped Children and Youth located in Petrazalka, provides services for mildly mentally handicapped youth and adolescents with learning disabilities in three significant areas The Habilitation Center, THE KIDS shop, KIDS workshop, where they manufacture wooden toys and rehabilitation aids Currently, in the workshop they are making small cars financed by the Volkswagen company for use in Volkswagen advertising and promotion Mrs Handelova stated, "The workshop made me more aware of the need of cooperation with people of different areas of interest. I am very much encouraged that I am not a fool what I am doing is not foolish Even though hard I know it has a meaning and purpose "

Kristina Loncekova, Nadacia Socio, a non-profit agency which provides services for mentally handicapped individuals Since attending training workshops has developed a project to provide protective sheltered housing for the mentally handicapped In addition, Nadacia Socio, plans a creativity week for mentally retarded to be involved in multiple art activities According to Mrs Loncekova, "We believe in ourselves more our self-esteem grew more active to our sponsors We filed in Dubravka to build a center and to arrange for flats for a sheltered workshop We worked more constructively not only emotional we wanted help but didn't know how after the workshop we invited specialists, doctors, began networking We started to see things possible "

Services for the Hearing Impaired

Claudia Gustafikova, Professor at the School of Hearing Impairment at Comenius University, is also an Officer of the Slovak Union for Deaf People which has 30,000 members throughout Slovakia Of these 30,000, 21,000 are hearing impaired Currently, there are approximately 10,000 totally deaf persons in Slovakia According to Ms Gustafikova, "We now have great cooperation with other organizations especially with the crisis intervention center where I send students who have problems We continue to be in contact "

Services for Children

Stefan Matula, Director, Children's Fund of Slovak Republic-Detsky Fond. The basic aim of the Slovak Children's Fund is to attempt to turn the attention of the Slovak society to the protection of children's rights The Fund informs the public about the rights and needs of children. The activities of the Children's Fund are throughout Slovakia and the Fund is active in lobbying legislation and the government on issues of children's rights The Fund's activities are focused in areas where the government is unable to provide support and participates in material and support to facilities that provide medical and social care of children. Mr Matula uses the information from the workshops for training teachers, psychologists, priests, social workers throughout Slovakia in the issues of child abuse Mr Matula has also conducted pioneer international research in learning achievements of student in Grade I in Slovakia From the UNESCO funded project report it stated, "Similar projects will be launched in other countries using the Slovak experience "

Services for Families and Youth

Maria Horvathova, Officer of the **Movement of Christian Families in Slovakia**, provides services for families and youth by organizing camping trips and other projects geared toward the promotion of the well-being of the family. Mrs. Horvathova stated, "I helped our secretary of the organization to prepare a grant proposal for submitting for funding. In the training, I learned how to sell information and how to present it."

Pavol Benko, **Movement of Christian Youth Communities**, a Ministry of Education funded project with is Catholic based.

Approximately 300 to 500 volunteer leaders throughout Slovakia who provide small group leadership based on gospel and preaching of the church. Other activities include entertainment, dancing and tourist trips. In early July over 800 people will spend one week in Levoca. In September, 450 university students will meet in Sary Hore for a conference. "I have used the training part about the meaning of cooperation with my small group leaders. I used the model of cooperation to show them how to cooperate and explain the main principles of cooperation."

Services for NGO Development

Hennetta Kajabova, participated in the Trainer of Trainer workshop along with other **Slovak Academic Information Agency (SAIA)** staff who are employed throughout Slovakia. SAIA's focus is to support and help develop the NGO sector in Slovakia. The staff trained have been active in conducting training for NGO development. "The experiential learning cycle was new to me and I really liked it because I found out that I can learn more through experience. I studied at the University and now I found out something that I missed in the past."

Services for A Local Community

Marta Carnogurska, **Deputy Mayor of Dubravka** and member of the local parliament. Mrs. Carnogurska attended the Trainer of Trainer workshop when she was involved with the NGO **"Help for You"** which provides services for the physically handicapped. Since that time she has been elected to the local parliament for the City of Dubravka and is responsible for overseeing the activities and reviewing the goals and strategies for the city. Mrs. Carnogurska said, "I learned how to introduce a new idea in concise summary form and have used the teaching methods." She is a member of the **Gramium of NGOs** throughout Slovakia focusing on charity, humanitarian issues, youth education, sports, culture, environment, human rights, minorities and refugees.

INTRODUCTION AND BACKGROUND

In January 1992, Delphi International created a community development training program funded with a matching grant from the U S Agency for International Development (USAID) to improve the managerial skills of indigenous citizen-based organizations. The goal was to improve the delivery of social services to the most vulnerable people in the community by accessing and developing a full range of community resources. The program was tested in Ochota, a working class district of Warsaw, Poland. Based on the tremendous success of the Ochota Project, Delphi International requested an extension of the pilot project grant to share the program developed in Ochota with six other communities in Poland and one city in the Republic of Slovakia -- Bratislava. The primary goal of the project was to replicate the training program already developed in Poland for as many organizations and community leaders as possible in order to improve the level of services and quality of life for those groups in the society most at risk in times of transition to democracy and free enterprise.

The objectives of the program were as follows:

- A Work with local leaders to assess existing needs and identify available resources in each community,
- B Teach management skills and organizational techniques that are most relevant to the local situation,
- C Cultivate creative responses to individualized problems,
- D Provide seed grant monies for project implementation,
- E Provide on-going technical assistance in project implementation to all community organizations who have received seed grants, and
- F Provide specialized training by social service area

Three trainings were conducted prior to June 1995 and 41 participants attended these trainings. Two training sessions are scheduled in June 1995, one for "Training of Trainers" and one in "Strategic Planning and Proposal Writing".

PURPOSE OF THE EVALUATION

This comprises evaluation of the Slovak component of the Community Resource and Leadership Development Project training that was conducted in Bratislava. This is the final evaluation of the program designed to develop a skills-building and management training program for administrators and volunteers involved in local grassroots organizations providing social services. The "Scope of Work" for the evaluation is attached as Appendix 1.

The goals of the evaluation are

- A To assess how the training modules contributed to meeting the project goal
- B To measure the degree to which the program purposes have been addressed
- C To measure the extent to which the training methodologies contributed to accomplishing the purposes and goals of the project
- D To judge whether or not the implementation strategies outlined in the proposal and implementation plan were effective

The Statement of Work for this evaluation includes

- 1 Review of strategies and activities
- 2 Review actual achievements compared with projections
- 3 Identify prevailing strengths and weaknesses which facilitate or inhibited the accomplishment of proper objectives
- 4 Identify obstacles which may hinder replication of the program in other locations
- 5 Identify project elements which could benefit from fine-tuning
- 6 Assess impact to date or potential for impact.
- 7 Provide recommendations with respect to project priorities as well as the effectiveness of the implementation plan

EVALUATION METHODOLOGY

Materials pertaining to the program were reviewed by the principal evaluator including the Cooperative Agreement, quarterly reports, training manual, and two training evaluation results submitted by the Regional Training Coordinator to John Holman, Director of CEE & NIS Programs for Delphi International. It is based on an extension of the final evaluation of the Polish Community Resource and Leadership Development conducted in March, 1993.

To complement the review of the project documentation, training participants were also interviewed. A questionnaire was developed by reviewing past evaluation reports and reviewing the specific questions referenced in the "Scope of Work". The questionnaire was developed to use with the structured interviews of the training participants (See **Appendix 4** for questionnaire). A special questionnaire was used for the Training of Trainers (TOT) workshop which included questions specifically noted in the scope of work for TOT training and were subsequently adapted to the TOT trainer questionnaire.

From a list of eight training participants for the TOT training, three were randomly selected for interviews. From the list of twenty training participants for Module III- "Leadership, Negotiation and Conflict Resolution" training, eleven were randomly selected for interviewing. From the list of thirteen Module I- "Developing the Community and its Human Resources" training, eight participants were randomly selected (Six of these eight had also attended the conflict resolution training). Therefore, a total of sixteen persons were randomly selected for interviews. Seven persons could not be interviewed as they were located out of town, were unable to finalize meeting arrangements in the time allotted, or did not show for scheduled appointments. Consequently, nine training participants representing nine separate organizations were interviewed (See **Appendix 2** for Itinerary of Principal Evaluator).

The interviews commenced on May 5, 1995 and were completed on June 1, 1995. Each interview was 1 to 2 hours in duration. Every person was interviewed separately. A translator was used for eight out of the nine interviews to assure freedom of communication by those interviewed. The structure of the questionnaire was closely maintained in order to insure that all data were collected. Interviewees were free to speak about their individual organizations which for most was a great source of pride. (A list of persons interviewed is attached as **Appendix 3**).

The questionnaire in **Appendix 4** lists the questions asked of each person interviewed along with a summary of the results. The questions asked of the participants during the evaluation are directly related to the key questions posed in the "Scope of Work". All questions were asked verbatim or in closely related manner.

Initially, participants were told that the evaluation was not a test of their knowledge, but a tool to assess what parts of the training were useful to them over time. During the first part of the evaluation the following questions were asked:

- 1 How is this training applied within your organization? **Rationale: Identify the particular tools and skills that are currently being applied in each organization.**
- 2 What parts of the training are currently being used? **Rationale: To identify the particular tools and skills that are currently being applied in each organization.**

3 Are there parts which will be used in the future? If not, why not? If yes, which parts?
Rationale Same as above

4 Of the skills the training presented what represented new skills and what part improved existing skills? **Rationale** To determine whether the information presented constituted new skills or improvement of existing skills

5 Would you use the skills presented in this training with your organization/community or does its application need to be changed to meet cultural differences? If so, how would you suggest it be changed? **Rationale** To assess whether the skills and presentation of such skills are culturally appropriate

6 What kinds of information do you think should be added, increased or deleted to the training module? **Rationale** To elicit comments regarding the fine-tuning of the training

7 Were the concepts and terminology presented easy to understand? **Rationale** To determine if concepts and terminology were appropriate or needed to be changed.

8 After attending the training do you feel confident putting the skills into practice?
Rationale To ascertain whether the participants felt confident using the skills and to obtain some measure of the level of self-reliance among the participants

The second part of the questionnaire was a series of questions asked to elicit additional information regarding the achievement of program goals, purposes, success of implementation strategies and completion of major outputs They were as follows

9 Have you improved any services you provide your clients/members/community as a result of attending the training? **Rationale** To determine whether the training had direct impact on improving service delivery to Slovak residents

10 Have you developed any linkages with U S counterpart organizations? **Rationale** To identify the extent to which there were developing partnerships with U S organizations

11 Could the training be made more applicable to your situation in Slovakia? If yes, how could it be changed? **Rationale** To solicit direct suggestions on making the training more culturally appropriate

12 Have you ever contacted your course colleagues for support, advice, information, or referral of clients? **Rationale** To identify achievement in fostering a sense of self-help and self-reliance in working towards community goals; to determine to what extent networking is occurring

13 Would any of the following be helpful to you in putting into practice the skills acquired during the training? 1) Additional Workshops 2) Support Groups 3) Manuals 4) Field Trips 5) Outside Consultants 6) Other **Rationale** To identify additional support activities which would be helpful in maintaining and improving skill levels and to identify aids useful to the participants in future training efforts

14 Would anyone else in your community/organization benefit from this type of training? If yes, who? If no, why not? **Rationale To determine usefulness of training base and referral of potential participants for future training, to determine need for continuing such training**

15 Would you be interested in participating in similar training sessions that would affect the community and individuals? Which topics would you suggest? **Rationale To determine future training workshop with specific topics of interest**

In addition, participants were asked why they decided to attend the training in order to identify personal expectations of participants and what they hoped training would provide

Those attending the Training of Trainers workshop were asked three additional questions

- 1 Was the training useful and effective?
- 2 Do you feel better qualified to act as a group leader/ facilitator?
- 3 Have you conducted any training since attending the workshop?

FINDINGS AND CONCLUSIONS

Participants interviewed had many reasons for attending the training as follows

- I wanted to improve my communication skills and wanted information about fundraising I was also interested in non-verbal communication "
- 'I didn't know what I was getting into I thought I would find out how similar organizations work in other countries, but I found out some new information for my activities I also hoped to learn how to start an NGO '
- I was curious because the course was near my professional interest. '
- "I am not a professional in this field. I am originally a chemist Therefore, it is necessary for me to look for knowledge and experience "
- 'I had some confusion about how to help refugees and I wanted to gain information about other organizations I was looking for people who have already started organizations "
- "I am interested in new ways of doing things I expected the training to help me communicate with volunteers and the unemployed people I work with "

I and II Review strategies and activities, comparing actual achievements with projections

The program objectives are listed with a discussion of the findings

A Work with local leaders to assess existing needs and identify available resources in each community

A needs assessment was conducted during the first training in order to assess the focus and needs of Slovak participants In addition, meetings were held with personnel from the Slovak Academic Information Agency and the Ministry of Labour, Social Affairs and Family to determine areas of need and concern Leaders in the community were identified based on these discussions and SAIA and the Ministry assisted in recruiting efforts

B Teach management skills and organizational techniques that are most relevant to the local situation

Delphi International conducted five training of which three are evaluated One Training of Trainers training was held in June, 1995 after the completion of data collection of this evaluation One each training in "Strategic Planning" and "Proposal Writing" is planned for the end of June, 1995 With the completion of the training in June, the proposed objective of conducting five training will be met. It should be noted that the original timing of the training in June was planned for March, 1995

1 Module I-"Developing the Community and its Human Resources"

The Module I workshop was offered on June 18-21, 1994 with people attending representing various organizations. This five-day training for community organizations included leadership skills, motivating volunteers, training volunteers, identifying community resources, project planning and management, program design, and community organizing.

2 Module III- Leadership, Negotiation and Conflict Resolution

Module III was offered in late January, 1994. The three day workshop included active listening, importance of non-verbal communication, sources and types of conflict, negotiation strategies, preparing for negotiation, assertiveness training, effective leadership skills and tactics for motivating others. The participants represented a wide array of organizations including those working with the homeless, youth organizations, a crisis intervention center, and those working with the mentally retarded and their families.

Six persons who attended these training were questioned as a part of this evaluation and the findings as numbered in the questionnaire are as follows:

1 /2 When asked if the training was applied in the organization and what parts all of the six interviewed stated that the training was applied within their organization and discussed which parts were currently being used:

- In the School of Hearing Impaired the trainee, a professor, is utilizing the group communication when teaching. She now can give opportunities for students to speak and improve their participation. Organizational communication structure has helped show her the different phases of communication and helped her in self-control of her anger. The active listening helped her change her style and now she is more accepting of others' opinions. The methods of resolution techniques and role play have been used with her students to help their communication skills. This professor has also found the negotiation strategies very useful. Before she goes to meet with a person she re-reads the materials in order to give her confidence and courage. The assertiveness training has helped her say what she wants and uses this skill on a daily basis. The area of motivation of others is valuable on a daily basis. She explained that when someone is not interested in the deaf she has to think of ways to motivate these people to become interested.
- "Communication is very good since the training. We talk about it extensively. That is the first benefit. The second benefit is that we have used the techniques to communicate with sponsors and Directors of other organizations. We learned skills on how to ask for money and how to balance the level to be at the same level in communication. My colleague is very spontaneous and had no problem speaking with people at a higher level. I no longer take it personally when I ask for money." This trainee, a director of an NGO for the mentally handicapped, as a result of the training planned to set up protective housing for mentally handicapped people. She plans to use the skills especially the skill of negotiation for implementing this project.
- "Leadership, for example, as a head of a team I am always dealing with people to find agreement, find resolution because people are not leaving because I am successful. I am trying to dull the sharp knife. My personal problem I came into conflict with parents of children mainly when the child gets sick. I had to call parents to have them come pick them up. I felt pressure. The training gave me more self-confidence. I learned it is not my problem only that the parents had to take their children to the doctor."

- Communication was new to me and the materials and approach All of the parts are currently being used I have used materials and have trained sociologists in Trnava and teachers in Western Slovakia
- Training of small group leaders in negotiation "
- My picture of my future is much clearer Teamwork is also beneficial Cooperation with other organizations, the movement of christian youth and children This cooperation has led to expanded services and opportunities for families "

3 Two-thirds of those interviewed said they would use different parts of the training in the future Among these are methods of resolution, business negotiation strategies, organization of local community, and developing mission skills Two respondents said that they were currently using all the parts or had used all the parts of the training

4 New skills were identified by all of the trainees interviewed The new skills identified were role play, sources and types of conflict, attitude and approach of leaders, negotiation techniques, and leadership skills

5 The majority of the trainees interviewed thought the training was appropriate for Slovak culture Only one respondent did not think it was appropriate and required more adaptation to Slovak cultural differences, especially the part presented in Polish language

6 Respondents were very forthcoming with information regarding what should be added, increased or deleted to the training module The areas identified to be increased were negotiation strategies, assertiveness training, tactics for motivation practice techniques and role play One -third felt that role play with sponsors would be beneficial One felt communication with sponsors was important Other areas identified to be increased were non-verbal communication and conflict resolution techniques The majority believed the time should be increased One participant thought there should be increased time for questions and the workshop was too short for a practical training

Topics suggested to be added were to learn how to be more self-empowered and to learn how to be less humble In addition, information about Slovak laws, regulations was suggested as an addition to the training In addition, using Slovak examples was cited as an addition to the training program

Several other changes were suggested by the participants interviewed One respondent felt the training was *"Too pragmatic and focussed on the American way to succeed "* He felt the European approach would be better because of the different focus In his training two people *'failed during a role play'* and he felt the focus was *"you are good only if you can succeed "*

One person interviewed suggested that for *"someone who it is the first experience with these concepts it could be too much information "* Another respondent stated that the training had too wide gaps between first and second training He would prefer one training at least one month or two months apart Another suggestion was to have a contact in Bratislava *"Since the training was organized from Poland there was no one to contact in Bratislava for information sending letter to Poland takes longer "*

7 All of those interviewed thought the terminology was easy to understand. One respondent suggested it would be good to integrate those who work with the handicapped and use terminology for the area to discuss among themselves.

8 The majority of the trainees felt confident about putting the skills into practice. Some of their responses follow:

"I now have an awareness of myself--of course I am nervous but I remember what I learned and remind myself more of the confidence I have more of it!"

One respondent uses the information from the training for his own training of teachers, psychologists, priests, social workers about interventions of child abuse.

"I now have the courage to do things. Even though I move slowly I know these things have purpose. Seeing the leaders of the training work with such enthusiasm really encouraged me."

9 Everyone interviewed had improved services in some aspect. One person responded that services were improved because of the skills she learned to raise money she was able to inform outsiders of the situation of the deaf and therefore more help was offered. Another respondent took the skills from the training and began recruiting students and alternative service soldiers to work with her organization. Another trainee stated, *"As a result of this training the vision of the new residential facility was created."* Further, one trainee related, *"Mainly improve ability to lead other people and negotiate with others."*

10 Only a few of those interviewed had established any linkages or partnerships with the United States. Countries where linkages have occurred were more often Holland and Belgium.

11 Two-thirds of those interviewed thought the training was applicable to the Slovak situation. Two respondents felt it would have been beneficial to have more Slovak case studies and examples.

12 Two-thirds of the trainees have contacted colleagues from the training. Three for collaborative efforts and one for referral of clients. One respondent felt she was too narrowly specialized so she could not get involved with others.

13 All of those interviewed felt additional workshops, manuals and outside consultants (people who would work in the areas of interest) would be beneficial. Only two felt support groups would be helpful. One respondent said they often meet together for support but they need someone who can guide and lead them. Five felt field trips would be beneficial. Other comments included contact with others of the same interest and cooperation with other existing programs would be the best thing.

14 All of the respondents had a suggestion of someone else to attend the training. The majority of suggested people were colleagues from their respective organizations with whom they are currently working.

15 All would be interested in attending other training. Among the topics suggested are psychology training in non-verbal communication and more practice in role playing and how to interview. Two respondents thought training in management skills would be beneficial. One respondent wanted to *'learn how to lie, bargain and negotiate'*. Two trainees wanted to attend a training on financial management. One stated, *'We need to learn how to deal with money'*. The other trainee thought fundraising and how to raise money would be helpful. One trainee wanted an entire training on partnerships and coalitions and how to work and practice with similar movements.

3 Trainer of Trainer (TOT) Training Workshop

The trainer of trainer workshop was a three-day workshop and took place in Bratislava between June 14-17, 1994. Eight participants took part in the training. Four participants were employees of SAIA and from the SAIA offices throughout Slovakia. Course work included principles of adult learning theory, experiential learning cycles, training needs assessments, planning and designing training programs, teaching methods, facilitation methods, case studies and personal training styles. Three persons were questioned for this evaluation.

1 All of the three interviewed believed the training was useful and effective. The parts of the training which were currently being used were the techniques on how to motivate others, the experiential learning cycle and teaching methods.

2 All three felt better qualified to act as a group leader or facilitator after attending this training.

3 Of the three interviewed, only one person has actually conducted training. One person never had any intention of conducting training; she just thought she would learn some techniques to stimulate others. The other trainee is now an elected official and does not have time to conduct training workshops.

4 Areas of training that were identified to be added were to provide training to individuals working in the same field in order to stimulate each other. This individual stated, *"I couldn't find a common base of everyone being there"*. One trainee thought more Slovak case studies would be helpful. One trainee thought topics of office management skills and running the everyday office would be beneficial. One participant spoke at length about how she would *"appreciate having longer time to discuss things"*. She also felt there should be a series of training which would be spaced closer together and that an on-going relationship be developed. She felt that NGOs needed people to work with on a regular and long-term basis and that one training is not enough. She felt the training should be adapted to local conditions. She stated, *'the style of training was good but it is not usual for Slovak people to express what they think and what they want'*. Further, she stated, *'it will take time to learn this concept and it is important to teach but not too pushy must teach it in a balanced way'*.

5 The majority of the trainees thought the terminology was easy to understand. One trainee thought it would be helpful before a manual is translated to have a native speaking Slovak review it ahead of time for appropriate translation of terminology.

6 The majority felt the TOT made them more confident about putting the skills into practice One trainee stated, *"One training is not enough I learned a lot takes time to feel totally comfortable"*

7 The majority of the participants thought the training could be made more applicable to Slovakia by using Slovak case examples

8 The majority have contacted their colleagues from the training workshop One person has not because no one was working in her field

9 All of the participants thought more workshops, and manuals would be helpful in putting into practice the skills acquired during the training Only one thought field trips would be helpful The majority thought outside consultants would be helpful

10 The majority thought others in their organization would benefit from this type of training One person stated that the majority of people in her office had attended the training

11 All of those interviewed expressed a desire to attend other training with the topics of financial management, office management fundraising and information on how to work with unemployed people

4 Materials

Each training participant received a notebook which contained goals and objectives for each major topic main points, and supplemental "homework" sheets which complemented the subjects as presented verbally All requested additional materials to supplement the training and help them practice the skills that were taught The manual did not represent the result of a four month proposed effort and could have been more substantive

C Cultivate creative responses to individualized problems

Part of this program was to "individualize" the training by having trainers meet with persons who attended the training to discuss potential problems and solutions for each person's individual program This was done in some instances but not on a consistent basis Those interviewed did, however, cultivate many of their own creative responses to their individualized problems since they appeared to be very motivated people

D Provide seed grant monies for project implementation

Delphi International has contacted corporations in Slovakia and foundations in the United States in an effort to generate funds for seed grants At this writing, no money has been committed by corporations to be used in Slovakia for seed grants

E Provide on-going technical assistance in project implementation to all community organizations who have received seed grants

Since seed grants have not been committed at this time, this part of the program was also not implemented

F Provide specialized training by social service area

In June 1995, a world renowned specialist working with mentally and physically handicapped persons will be travelling to Bratislava to meet with local organizations dealing with handicapped individuals. He will provide seminars on the topic and will meet with local individuals and organizations who are working in the area of mental and physical disabilities.

III Identify prevailing strengths and weaknesses which facilitated or inhibited the accomplishment of project objectives

The program had a number of strengths which contributed to the achievement of goals and purposes

- Local leaders were identified and those attending the training were highly motivated people
- Program participants have utilized the skills learned and have applied them to their own programs and projects
- The use of experiential learning technique skills contributed to the success of the program. This was a new learning style for Slovaks and many of them benefitted and positively commented on this approach
- Increase of participants confidence to carry out tasks is a reflection on the empowering quality of the training. Also, many of the participants talked about how the training gave them confidence and courage to carry out tasks which were once difficult for them, i.e., asking sponsors for money

Several weaknesses in the program were identified as follows

- A more thorough needs assessment would have been beneficial and a better screening process of those attending the trainees in order to have the best possible fit. For example, one attendee of the TOT had no intention of doing further training
- Local follow-up after training was lacking. Participants did not have a local resource to contact for individualized problems. A local resource person would have made it more conducive to working with local leaders and developing an on-going relationship and on-going assessment of needs. This local person could have been instrumental in providing on-going support to those who have attended the training and could help them "cultivate creative responses to their individualized problems."
- Materials could be more substantive and more Slovak examples and case studies would be helpful. A local person could be identified to review the workshop materials for applicability to the Slovak situation
- Only four trainings were conducted over a two year period, with large gaps between the training. This tends to make the training sessions random singular events rather than

an on-going program Only five training were originally proposed

- Course contact would have been more individualized if advance work on identifying specific areas of interest of participants were identified more thoroughly This could be accomplished by a pre-training questionnaire submitted to training participants or a verbal evaluation done by a local coordinator
- Only one person was identified to travel to Slovakia to provide specialized training Unfortunately, this occurred late in the program It may have been beneficial to have others provide training who could have helped direct the training or program grants of Slovak NGOs

IV Identify obstacles which may hinder replication of program in other locations

Before it is replicated in other locations in Slovakia the program should be updated to include Slovak examples and be reviewed by a local Slovak NGO representative In addition, a more in depth review of the recruiting process for people trained should be implemented However, this would involve a more local presence in Slovakia

V Identify project elements which could benefit from fine-tuning

The training modules would be improved by

- 1 A greater incorporation of Slovak case studies and examples into the workshops would be beneficial There are of course generalized topics that apply to all organizations, but for the utmost experiential program it would be best to utilize Slovak examples
- 2 Individuals from the same organization should attend the same training Some trainees indicated difficulty in applying the knowledge and skills learned because others in their organization were not familiar with the concepts presented In addition, individuals from the same area of interest would also enhance the learning experience Terminology of this particular area of interest would be understood by all Further, it would lead to further collaborative efforts in the future among people of the same interest area
- 3 Training should allow enough time for participants to process and feel comfortable with the information and subject matters presented In addition, training should allow time for trainees to introduce their own individualized practical experiences
- 4 The materials should be reviewed by a Slovak individual for appropriateness and addition of Slovak case studies and examples
- 5 Recruitment should be fine-tuned in order that appropriate people attend the appropriate workshops For example, for the Training of Trainers workshop, people who will be providing workshops in the future should be targeted and recruited
- 6 Identify local resource person for on-going relationship with workshop trainees for follow-up services

VI Assess impact to date or potential for impact

The program has had a strong impact on social services provided to individuals who are considered at risk. The majority of the training participants indicated a much greater level of confidence in administering and guiding their organizations as a result of the skills and knowledge gained from the program. The majority of them stated that services to their clients have been improved as a result of the training.

Many of organizations have utilized the techniques and skills learned during the program to increase their level of financial support. Many of the trainees have also created a vision or mission and are developing new programs as described in the anecdotal section of this evaluation.

VII Recommendations for Program Priorities

Recommendations for program priorities follow

- Training should continue to be a priority of the program building upon the experiences of past training and recommendations of training participants
- Identify local resource persons to carry out management of the program and who will be responsible for a more thorough needs assessment of what is needed over time. This person could also be responsible for the on-going relationship with NGOs and identifying participants for further training along with forming partnerships with local indigenous organizations
- Course material should be revised with more Slovak case studies and experiences and by involving local organizations with any program revisions or design.
- Participants from the same area of the social sector should be grouped together for training. Procedures should be developed possibly a pre-training questionnaire to ascertain the most appropriate training for the individual
- Provide new training in the area of business and financial management which was requested by the majority of the program participants
- Training should be conducted with less time between training
- Training should be expanded to areas outside of Bratislava to meet the needs of Slovak NGOs throughout Slovakia

FINAL EVALUATION
of the
COMMUNITY SERVICE AND LEADERSHIP
DEVELOPMENT PROGRAM
in
POLAND

Prepared for the U S Agency for International Development
Cooperative Agreement No EUR-0032-A-00-2017-00
Grant Period January 1, 1992 - June 30, 1995

Commissioned By

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Evaluated by

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Warsaw, Poland

June 12, 1995

EXECUTIVE SUMMARY

The Community Service and Leadership Development Program - Poland was a multi-year training program in organizational development and management skills to non-governmental organization (NGO) and community leaders from six communities in Poland - four districts in the capital city of Warsaw (Ochota, South Praga, Mokotow and Wola), the city of Poznan and the city of Plock. In addition, a Training of Trainers program was conducted in Ochota, South Praga/Mokotow/Wola and Poznan. Approximately 127 persons participated in this program, which consisted of five Modules - Developing the Community and its Human Resources, Strategic Planning and Project Design, Leadership Negotiation and Conflict Resolution, Resource Development, Training of Trainers. Two of the communities, Ochota and Plock, received seed grant funds for projects conducted by their NGOs. In each locale, the local groups worked together to develop funding criteria, applications, evaluated proposals and announced grant recipients.

The final evaluation for this program addresses key questions regarding outcome and process listed in the Scope of Work. The questions pertain to how the skills and knowledge acquired are being applied, the extent to which skills presented were new to the participants, its usefulness and effectiveness, the cultural sensitivity of the training, to what extent a spirit of self-reliance has been fostered, pertinence to the local situation, and whether information should be added, increased or deleted.

The evaluation was conducted by reviewing pertinent program materials and reports, conducting a written questionnaire among participants and interviewing key individuals involved in the Program.

The overall response to the Program was very positive. New skills and knowledge are being applied in all the communities where the Program was presented. The majority of skills were seen as new, with the exception of Developing the Community and its Human Resources, which received an "average" response. Over half of the persons who had attended the Training of Trainers Module are actively conducting some type of training activities with colleagues, clients and community member. Almost all of the respondents believed the content and training methodology to be culturally appropriate, technical concepts were clear and understandable, especially considering that the entire Program was conducted in Polish. Specific examples were provided of how skills are being used by 83% of the respondents, indicating its pertinence to the local situation. Half of the respondents believed the amount of content adequate, half provided specific topics which they would like either repeated, added or expanded.

Of particular note is the extent to which the Program fostered a spirit of self-reliance. This was indicated in the comments about increased cooperation and networking within the NGO community, as well as with local government officials, and in comments about the participants' increased perception of professionalism in their ability to guide their organizations from inception into maturity.

STRATEGIES AND ACTIVITIES

A comprehensive training program was developed and conducted for four target groups in Poland, comprised of local community activists in non-governmental organizations, local government and social welfare offices. The groups were from the Ochota district of Warsaw, the Mokotow, Wola and South Praga districts of Warsaw, the city of Poznan, and, the city of Plock. Approximately 127 persons attended the training programs, with an average of 28 persons from each of the four areas.

The training program consisted of five modules:

| | |
|------------|--|
| Module I | Developing the Community and its Human Resources |
| Module II | Strategic Planning and Project Design (including Proposal Writing) |
| Module III | Leadership, Negotiation and Conflict Resolution |
| Module IV | Resource Development |
| Module V | Training of Trainers (TOT) |

Modules I, II, III and V were conducted with all four of the groups, while Module IV was conducted with three of the four groups (all except Plock). Each training module lasted from between 26 to 35 hours (except for Module IV which ran 4 hours). Training was scheduled after work hours or on weekends.

Each training module was accompanied by a manual, which included resource listings, articles, homework assignments, worksheets and exercises to be used by the participants and shared with their colleagues.

EVALUATION METHODOLOGY

The evaluation was conducted by reviewing reports and written materials, conducting a written questionnaire with program participants, and interviewing key individuals and representatives involved with the program.

The evaluation questionnaire included both closed and open ended questions addressing each of the modules presented. Participants were asked to respond on a scale of 1 (low score) to 6 (high score) about the current use of various skills they would have gained as a result of attending the training program, whether or not this was new information for them, which parts of the training were inappropriate to the needs of their organization or to the cultural context of Poland, and whether the overall operation and management of their organization has improved as a result of the program.

Out of 127 participants, 62 responded to the questionnaire, almost 50% of all those who took part in the program.

KEY QUESTIONS

Outcome

1 How is the training applied within the local organizations?

A summary of the questionnaire shows that the skills and knowledge presented during the training program are applied to a great extent within the local organizations. This is supported by the overwhelming majority of positive responses to questions related to the use of specific skills within the trainees' organizations. The skills referred to in the questionnaire and participants' responses are as follows:

| | |
|---|-----------------------------------|
| ♦ ability to describe and document community problems | 83% scored 5 or 6 |
| ♦ ability to present organization's mission/vision | 73% scored 5 or 6 |
| ♦ developed better system to evaluate our work | 87% yes |
| ♦ better recruitment and involvement of volunteers | 68% yes |
| ♦ use of newly acquired skills in community org | 34% scored 4, 47 5% scored 5 or 6 |
| ♦ strategic planning conducted in our organization | 71% yes |
| ♦ prepared, or helped to prepare, a funding proposal | 83% yes |
| ♦ developed a program monitoring system | 63% yes |
| ♦ ability to develop a program budget | 81% yes |
| ♦ use planning techniques when developing new programs | 33% scored 4, 48% scored 5 or 6 |
| ♦ use newly acquired communication techniques | 87% scored 5 or 6 |
| ♦ has improved the team work in our organization | 71% scored 5 or 6 |
| ♦ ability to deal better in conflict situations | 88% scored 5 or 6 |
| ♦ ability to negotiate better | 86 5% scored 5 or 6 |
| ♦ ability to use assertiveness skills at work | 29% scored 4, 53% scored 5 or 6 |
| ♦ ability to use techniques learned to motivate others | 15% scored 4, 58% scored 5 or 6 |
| ♦ identified new sources of funding | 80% yes |
| ♦ know how to identify appropriate funding sources for our organization | 98% yes |
| ♦ developed fund raising strategy | 70% yes |
| ♦ improved our system of fund raising | 55% 4 or better, 40% 3 or less |
| ♦ program promotion abilities improved | 19% scored 4, 60% scored 5 or 6 |

2 What part of the training is applied and what will be in the future?

While this question was not asked directly, evidence suggests from the responses to the questionnaire that all the major skills presented during the training program are currently being applied. Their value and use will inevitably increase in the future as these organizations mature.

3 Of the skills training presented, what represented new skills and what part improved existing skills?

Respondents were asked to rate from a score of 1 - skill already known, to 6 - completely new skill, for modules I, II, III and IV (all except Training of Trainers). Generally, all the skills presented tended to be on the higher side of the scale, that is, from moderately new (score of 4) to completely new (6). Module I, "Developing the Community and its Human Resources", was an exception. Here, half of the respondents scored 3 or lower, and half scored 4 or higher. The largest number of responses, 55%, scored a 3 or 4. "Strategic Planning and Project Design", "Leadership, Negotiation and Conflict Resolution", and "Resource Development" provided significantly more new information to the participants as shown by the majority of responses scoring 4 or higher.

It would be helpful to investigate the particular elements of Module I more fully to identify those parts of the program which are new, and those which are already known, as this module includes important organizational skills such as "Defining the Mission", "Partnerships, Coalitions and Networking", "Evaluation" and "Developing an Effective Volunteer Program", all of which are relatively new to the Polish NGO community.

4 Was training for trainers useful and effective? Do trainees feel better qualified to act as group leaders/facilitators?

28 respondents attended the Training of Training Module. Their responses to the questions posed were very positive. All feel that they can develop and conduct a training program. Except for two persons, all believe that they are able to incorporate experiential learning techniques in courses for colleagues and community members well. And with one exception, all scored 4 or above in using the training techniques learned during the Delphi program when they share the information learned from the modules with their colleagues.

Of particular interest is the fact that 17 out of the 28 respondents (60%) stated that they have conducted or were planning to conduct workshops. Topics listed include strategic planning and proposal writing, working with sponsors, assertiveness and communication skills, negotiation, working with volunteers, partnership building. One respondent is involved in an organizational development training program targeted to 60 persons from Lithuania and Belarus. Other respondents use the theory and techniques learned for their ongoing educational activities at work.

Process

1 Was the training culturally sensitive?

Only six persons indicated that something about the training needed to be adapted in order to better respond to cultural differences. The majority believed that all the elements of the program were applicable and useable. Two persons listed several topics which they believed required adaptation: budgeting (to take into account Polish bookkeeping regulations), raising funds from businesses, and, volunteers. One respondent also indicated that Polish laws need to be changed regarding fundraising.

2 Were methodologies applicable to fostering the spirit of self-reliance?

There are a number of indicators showing that a spirit of self-reliance has been fostered. First, the skills conveyed are being used. This is confirmed by the responses to questions directly asking about the use of the skills and by the response to a question requesting specific examples of how the knowledge is being applied in the participants' organizations. Only 11 persons did not respond to this last question, all the others listed examples. By using these skills, community leaders are gaining experience and strength in better managing their organizations and ensuring its longevity.

Second, the anecdotal material presents examples of activities fostering self-reliance. These include attaining a good working relationship between the city officials and organizational representatives in Plock, securing a financial commitment from Levi-Strauss in Plock to support charitable activities conducted by organizations there, improved coordination of services to avoid duplication between two NGOs in Plock, sharing of equipment between Caritas and an organization serving persons with multiple sclerosis, sharing of information about funding sources among organizations in Warsaw. The first group trained by Delphi in Ochota has incorporated into an Association of Self-Help Organizations and established a permanent office. They developed criteria for funding, an application, solicited proposals and awarded grants to local groups from the \$5,000 seed grant funds provided by the RJR Reynolds Corporation in Poland. NGO representatives in Plock worked together to develop criteria for funding applications and reviewed proposals to recommend awards for the grant money made available by Levi-Strauss. One of the training participants, dismayed by the low involvement of youth in the last parliamentary elections, has developed a training program for young people to encourage them to become more involved in their local communities. Thus far, this program has been conducted with two groups. Another organization has produced a comprehensive, but inexpensive, annual report which is used to promote their program and as a source of information when seeking financial support from businesses and sponsors.

Third, when asked if the work in their organization improved as a result of the techniques presented during Delphi's programs, 74% of the respondents circled a score of 4 or higher, indicating a response of above average to very much.

The training programs had a very important side-effect in the communities in which they were presented which promotes self-reliance -- that of improved inter-organizational communication and networking. A number of the respondents indicated in their comments the significance of meeting other persons from NGOs and local government. These contacts remain to this day, and are used to address and resolve local issues.

3 Were the technical concepts clear and understandable?

The workshop evaluations conducted after each training session show that the concepts presented were clear and understandable.

The fact that the skills presented are used by the respondents to a very large extent supports the view that they were presented in a clear and understandable manner, as does the overwhelmingly positive

response of their applicability given the different cultural context in Poland. The ability of Delphi to present their training programs in the native language without having to rely on interpreters contributed greatly to the accessibility of the information to the audience, and enabled the trainers to respond immediately to both verbal and non-verbal cues when confusion may have arisen about a specific topic or concept.

4 Was course content pertinent to the local situation?

The respondents were asked if they were perceived differently at work as a result of participating in Delphi's training programs. Many of their comments respond directly to this question. Participants are looked upon as specialists in planning. They have become responsible for proposal writing, financial and program reporting. They perceive an increase in their organizational "capital" as a result of the skills and knowledge gained. They report better results and effectiveness at work, and have gained a broader perspective on the functioning of their organizations, increased their analytical skills and are better able to address the issues at hand. They mediate conflicts and are asked for advice and opinion. They are better at problem solving, and are called upon by other organizations to act as consultants. They have a stronger theoretical understanding of working with people, have a greater sense of assuredness and authority, and feel more valued. 34 respondents stated that they were perceived differently, 23 believed that they were not perceived differently, and 5 did not respond to this question.

The respondents were also asked to name some of the skills and experiences they use in their organizations which were acquired during the training modules. Only 11 persons left this question blank. Most often named were fundraising, project planning, proposal writing, recruiting new members/working with volunteers, negotiating and conflict resolution skills. Other skills included budgeting, strategic planning, problem solving, identifying funding sources, assertiveness, flexibility, searching for alternatives, cooperating with other NGOs, getting sponsors to make donations, training, running meetings, scheduling, better group-work, community organization, identifying community resources, collecting and analyzing data, defining goals, developing mission statements and motivating others.

23 respondents indicated that they always share the information gained during the training sessions with their colleagues (score of 6), 14 respondents often share the information (score of 5), and 14 gave this question a score of 4. Five persons responded with a score of 3, two with a score of 2 and one with a score of 1. 86% of the persons responding to this question believe that the information is pertinent enough to share with their colleagues on a regular basis.

5 What information should be added, increased or deleted?

20 persons did not respond to this question, 12 persons responded that the amount of information was adequate. This reflects 51% of the respondents. The other half responded with information that they would like added. No information was listed to be deleted. The responses on information to be added or increased are:

stress reduction, examples from other countries on their social welfare and legal structure, dialogue, assertiveness, fundraising, training techniques, legal issues, volunteers, communication, bookkeeping, research, data collection, encouraging society to participate more and financial support NGOs, motivating others, my role in a group, conflict resolution, business income, communication barriers, marketing, interpersonal contacts, evaluation and monitoring, negotiating with local government authorities

A group of social workers from Warsaw social welfare offices requested that the training be designed to meet their specific needs, and include an additional module addressing the issues facing government workers such as themselves

APPENDIX 1

Evaluation Scope of Work

DELPHI INTERNATIONAL EVALUATION SCOPE OF WORK

I Title

Community Service and Leadership Development Program in Poland and Slovakia

II Background

This project is funded at \$619,676
Cooperative Agreement No EUR-0032-A-00-2017-00
Grant period January 1, 1992 - June 30, 1995

III Purpose of Evaluation

The evaluation is to be seen as the final evaluation of the program to develop a skills building and management training program for administrators and volunteers involved in local grassroots organizations providing social services

The goals of the evaluation are

A To assess how the training modules contributed to meeting the project goal "to replicate the training program developed in Ochota for as many organizations and community leaders as possible in order to improve the level of services and the quality of life for those segments of the society most at risk "

B To measure the degree to which the program purpose has been addressed, that purpose being to foster the spirit of self-help and self-reliance through the development of indigenous self-help organizations to distribute needed social services to vulnerable groups, to provide leadership and management training to local leaders to improve their capability to provide services to the community, to increase the level of fund raising to promote the development of the local self-help sector, and to create resources for use by other self-help groups in Poland

C To measure the extent to which the training methodologies used contributed to accomplishing the purpose and goals of the project.

DELPHI INTERNATIONAL
SCOPE OF WORK
Page 2

D To judge whether or not the implementation strategies outlined in the proposal and implementation plan were effective

IV Statement of Work

- 1 Review strategies and activities
- 2 Review actual achievements compared with projections
- 3 Identify prevailing strengths and weaknesses which facilitated or inhibited the accomplishment of project objectives
- 4 Identify obstacles which may hinder replication of program in other locations
- 5 Identify project elements which could benefit from fine-tuning
- 6 Assess impact to date or potential for impact
- 7 Provide recommendations with respect to project priorities as well as the effectiveness of the implementation plan

V Key Questions

Outcome

- 1 How is the training applied within the local organizations?
- 2 What part of the training is applied and what will be in the future?
- 3 Of the skills training presented, what represented new skills and what part improved existing skills?
- 4 Was training for trainers useful and effective? Do trainees feel better qualified to act as group leaders/facilitators?

Process

- 1 Was training culturally sensitive?
- 2 Were methodologies applicable to fostering the spirit of self-reliance?
- 3 Were technical concepts clear and understandable?
- 4 Was course content pertinent to local situation?
- 5 What information should be added, increased or deleted?

VI Composition of Evaluation Team

Principal co-evaluators

Barbara Przybylska received her MSW from Boston University in 1980 and has worked with a variety of social service agencies in Massachusetts including the Polish Social-Cultural

DELPHI INTERNATIONAL SCOPE OF WORK

Page 3

Association in South Boston In 1992 she worked with the training department of the Ministry of Labor and Social Policy in Warsaw as a UN volunteer She is currently working with BORIS, a Polish NGO providing legal advice and technical assistance to newly formed self-help groups in Warsaw Barbara speaks fluent Polish

Betty Mizek graduated from Ohio University in 1975 and received her MSW from Howard University in 1993 Her most recent positions include Visiting Professor and Social Work Consultant for the Department of Social Work, Comenius University, Slovakia, Visiting Professor, Department of Social Policy and Social Work, Masaryk University, Czech Republic, Social Work Counselor, Peace Corps, Slovakia, Social Work Consultant, Slovak Association of Social Workers, Bratislava, and Volunteer Management Trainer at the Slovak Academic Information Agency Previous experience includes work on programs for the elderly at The National Council on Aging, George Washington University Geriatric Assessment and Case Management Program, and the Eldercare Program at Emmanus Services for the aging, all in Washington, DC

Delphi staff John Holman is the Director of Central and East European Programs at Delphi and has been administering this project since its inception John has been working with non-profit agencies for more than twenty years, principally in the areas of fundraising and development John will coordinate the evaluation

VII Schedule

Five weeks are scheduled to conduct necessary interviews in Poland and Slovakia and complete a report Evaluation will begin April 17, 1995 Final draft of report is due on or before May 25, 1995

VIII Methodology

- 1 Review appropriate written materials
 - Project proposal
 - Grant agreement
 - Implementation plan
 - Quarterly reports
 - Written questionnaires
- 2 Interview as many program participants as possible, randomly selected
- 3 Interview other individuals and representatives of organizations that contribute to or benefit from the program (ACAP, local Gminas, Peace Corps, AID Mission, donors, etc) at the discretion of the evaluators

APPENDIX 2

Itinerary of Principal Evaluator-Slovakia

April 20-April 28, 1995

Review of Program materials, design questionnaire, hire and discuss details of evaluation with translator, schedule interviews

May 3, 1995

Interview Stefan Matula (no show rescheduled)
Interview Christiana Loncekova
Interview Maria Horvathova

May 5, 1995

Interview Claudia Gustafikova
Interview Olga Mencova

May 8, 1995

Interview Marta Carnogurska

May 10, 1995

Interview Anna Tvarozkova (no show)

May 11, 1995

Interview Stefan Matula
Interview Hana Mociarkova

May 30, 1995

Interview Pavol Benko
Interview Anna Handelova

May 31, 1995

Interview Viera Zahorcova (no show)

June 1, 1995

Interview Henrietta Kajabova

APPENDIX 3

**Individuals Interviewed and Representative
Organizations - Slovakia**

- 1 Pavol Benko
Movement of Christian Youth in Slovakia
- 2 Marta Carnogurska
Vice Mayor-Dubravka
- 3 Claudia Gustafikova
School of Hearing Impaired-Comenius University
- 4 Anna Handelova
KIDS-Association of Children and Youth
- 5 Maria Horvathova
Movement of Christian Families in Slovakia
- 6 Henrietta Kajabova
Slovak Academic Information Agency
- 7 Christiana Loncekova
Agentura Socio
- 8 Stefan Matula
The Children's Fund of Slovak Republic
- 9 Olga Mencova
Institution of Social Care for Youth
- 10 Hana Mociarkova
Agency for International Development

APPENDIX 4

Questionnaires for Training Participants

Name
Name of Organization
Position in Organization
Training Workshop Attended

| | | |
|--------------------|--------------------------|----------------|
| Workshops Attended | Module I-June, 1994 | 4 participants |
| | Module III-January, 1994 | 5 participants |
| | TOT-June, 1994 | 3 participants |

Of the nine persons questioned six attended one workshop, and three attended two workshops

Questions asked of Module I and Module III Participants

- 1 How is this training applied within your organization?
6 Applied 0 Not applied 6 Gave Example
 - 2 What parts of the training are currently being used?
6 Using Skills 0 Not Using
 - 3 Are there parts which will be used in the future? If not, why not? If yes, which parts? **2 Using all now 4 will be used in future 4 gave example**
 - 4 Of the skills the training presented what represented new skills and what part improved existing skills?
6 Cited new skills
 - 5 Would you use the skills presented in this training with your organization/community or does its application need to be changed to meet cultural differences? If so, how would you suggest it be changed?
1 Change 5 No Change
 - 6 What kinds of information do you think should be added, increased or deleted to the training module?
6 Gave Examples
 - 7 Were the concepts and terminology presented easy to understand?
6 Yes 0 No
 - 8 After attending the training do you feel confident putting the skills into practice? If no, why not? **6 Yes 0 No**
 - 9 Have you improved any services you provide your clients/members/community as a result of attending the training?
6 Yes 0 No 5 Gave Example
 - 10 Have you developed any linkages with U S counterpart organizations?
0 Yes 6 No
 - 11 Could the training be made more applicable to your situation in Slovakia? If yes, how could it be changed?
2 Yes 4 No 2 Gave Example
 - 12 Have you ever contacted your course colleagues for support, advice, information, or referral of clients?
4 Yes 2 No
 - 13 Would any of the following be helpful to you in putting into practice the skills acquired during the training?

| | |
|---------|----------------------|
| ___6___ | Additional Workshops |
| ___2___ | Support Groups |
| ___6___ | Manuals |
| ___5___ | Field Trips |
| ___6___ | Outside Consultants |
| ___3___ | Other |
 - 14 Would anyone else in your community/organization benefit from this type of training? If yes who? If no, why not? **6 Yes 0 No 6 Gave Example**
 - 15 Would you be interested in participating in similar training sessions that would affect the community and individuals? **6 Yes 0 No**
- Which Topics would you suggest? **6 Gave Suggestions**

Questions asked of Trainer of Trainer Participants

1 Was the training useful and effective? **3 Yes 0 No**

2 Do you feel better qualified to act as a group leader/facilitator?
3 Yes 0 No

3 Have you conducted any training since attending the workshop?
1 Yes 2 No

4 What kinds of information do you think should be added, increased or deleted to the training module? **3 Gave Example**

5 Were the concepts and terminology presented easy to understand? **2 Yes 1 No**

6 After attending the training do you feel confident putting the skills into practice? If no, why not? If yes why? **2 Yes 1 no**

7 Could the training be made more applicable to your situation in Slovakia? If yes how could it be changed? **2 Yes 1 No**

8 Have you ever contacted your course colleagues for support, advice, information, or referral of clients? **2 Yes 1 No**

9 Would any of the following be helpful to you in putting into practice the skills acquired during the training?

____ **3** _____ Additional Workshops
____ **0** _____ Support Groups
____ **3** _____ Manuals
____ **1** _____ Field Trips
____ **2** _____ Outside Consultants
____ **1** _____ Other

10 Would anyone else in your community/organization benefit from this type of training? If yes, who? If no why not? **2 yes 1 No 3 Gave Example**

11 Would you be interested in participating in similar training sessions that would affect the community and individuals? **3 Yes**

Which Topics would you suggest? **3 Suggested Topics**

EVALUATION OF THE TRAINING PROGRAM CONDUCTED BY DELPHI INTERNATIONAL

QUESTIONNAIRE FOR THE TRAINING PARTICIPANTS

Please complete this questionnaire which will be used to prepare the final evaluation of Delphi International's programs in Poland and Slovakia for its funder the U.S. Agency for International Development. Thank you very much for your participation.

Please indicate the group in which you participated:

| | |
|-----------------------------------|------------------|
| Warsaw - Ochota Association | (12 respondents) |
| Warsaw - Wola Mokotow South Praga | (15 respondents) |
| Plock | (15 respondents) |
| Poznan | (20 respondents) |

The questionnaire is divided by program topics. Please fill out those sections which pertain to the training programs you attended. If you did not attend a program, please indicate so by writing "NOT ATTENDED". We ask that everyone fill out the general questions.

Indicate your answer by circling the appropriate number on the scale of 1-6 or answer the questions.

PROGRAM I: DEVELOPING THE COMMUNITY AND ITS HUMAN RESOURCES attended by 47 respondents

1. I am able to describe and document problems in my community after attending this training.

| | | | | | | | |
|-----------|---|---|---|---|----|----|-----------------|
| not able | 1 | 2 | 3 | 4 | 5 | 6 | very able |
| responses | 0 | 0 | 2 | 4 | 25 | 14 | no response - 2 |

2. When I meet with persons or groups who are unfamiliar with my organization, I describe our mission and vision to them.

| | | | | | | | |
|-----------|---|---|---|---|----|----|--------|
| never | 1 | 2 | 3 | 4 | 5 | 6 | always |
| responses | 1 | 1 | 3 | 8 | 13 | 21 | |

3. As a result of the training, we have developed/improved our system of evaluating the results of our work.

yes - 41 no - 4 no response - 2

4. Thanks to the information provided during the training, our organization is better able to recruit and involve volunteers in our programs.

yes - 32 no - 12 no response - 2

- 5 The skills presented on organizing the local community are used to encourage the interest residents and other community members in our programs

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|-----------------|
| never | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | always |
| responses | 0 | 0 | 7 | 16 | 12 | 10 | no response - 2 |

- 6 The skills presented during this training were new to me

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|-----------------|
| familiar | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | completely new |
| responses | 3 | 4 | 15 | 11 | 4 | 8 | no response - 2 |

PROGRAM II STRATEGIC PLANNING AND PROJECT DESIGN
attended by 52 respondents

- 1 After this training we conducted strategic planning in our organization

yes - 37 no - 14 no response - 1

- 2 I prepared (or helped to prepare) a proposal for funding for our organization

yes - 43 no - 8

- 3 We developed a system to monitor program implementation

yes - 33 no - 8 no response - 3

- 4 I am able to develop a comprehensive program budget of our organization specifying direct and indirect costs

yes - 42 no - 9 no response - 1

- 5 I use planning techniques learned from the training when developing new programs in my organization

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|-----------------|
| never | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | always |
| responses | 1 | 2 | 5 | 17 | 10 | 15 | no response - 2 |

- 6 The skills presented during this training were new to me

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|----------------|
| familiar | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | completely new |
| responses | 1 | 4 | 5 | 21 | 8 | 9 | |

PROGRAM III LEADERSHIP, NEGOTIATION AND CONFLICT RESOLUTION
attended by 53 respondents

- 1 I believe that the techniques and knowledge presented on communication improved the team work in my organization

| | | | | | | | |
|-----------|---|---|---|---|----|----|-----------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | very much |
| responses | 0 | 2 | 1 | 8 | 16 | 21 | no response - 4 |

- 2 After this training I am better able to deal with conflict situations

| | | | | | | | |
|-----------|---|---|---|---|----|----|------------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | very much better |
| responses | 0 | 0 | 1 | 5 | 15 | 30 | |

- 3 I can negotiate better after attending this training

| | | | | | | | |
|-----------|---|---|---|---|----|----|------------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | very much better |
| responses | 0 | 0 | 1 | 6 | 22 | 24 | |

- 4 I know when and how to be assertive in situations related to my organization

| | | | | | | | |
|-----------|---|---|---|----|----|----|------------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | very much better |
| responses | 0 | 1 | 5 | 15 | 12 | 16 | no response - 3 |

- 5 I can take use the techniques of motivating others to encourage them to work better in my organization

| | | | | | | | |
|-----------|---|---|---|---|----|----|------------------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | I motivate others well |
| responses | 2 | 0 | 9 | 8 | 16 | 15 | no response - 3 |

- 6 The skills presented during this training were new to me

| | | | | | | | |
|-----------|---|---|----|----|----|----|-----------------|
| familiar | 1 | 2 | 3 | 4 | 5 | 6 | completely new |
| responses | 3 | 3 | 13 | 11 | 13 | 10 | no response - 1 |

PROGRAM IV RESOURCE DEVELOPMENT
attended by 47 respondents

- 1 I have identified new sources of funding for my organization using the techniques presented during the training

yes - 37 no - 6 no response - 3

- 2 I know how to find foundations to which my organization can submit proposals

yes - 45 no - 1

3 We developed a strategy to raise funds and resources for my organization this year

yes - 32 no - 12 no response - 2

4 I believe that after this training my organization can raise funds and resources better

| | | | | | | | |
|-----------|---|---|----|---|----|---|------------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | very much better |
| responses | 3 | 5 | 10 | 5 | 11 | 9 | no response - 2 |

5 Thanks to the information presented during the training we are better able to prepare and present promotional materials about our organization

| | | | | | | | |
|-----------|---|---|---|---|----|----|-------------------|
| no change | 1 | 2 | 3 | 4 | 5 | 6 | increased ability |
| responses | 1 | 2 | 6 | 9 | 13 | 15 | no response - 1 |

6 The skills presented during this training were new to me

| | | | | | | | |
|-----------|---|---|----|----|----|---|----------------|
| familiar | 1 | 2 | 3 | 4 | 5 | 6 | completely new |
| responses | 1 | 1 | 10 | 12 | 15 | 7 | |

PROGRAM V TRAINING OF TRAINERS

attended by 28 respondents

1 I believe that I can now use experiential training methods in courses I conduct for colleagues and community members

| | | | | | | | |
|-----------|---|---|---|----|---|---|------------------|
| not able | 1 | 2 | 3 | 4 | 5 | 6 | can do this well |
| responses | 0 | 0 | 2 | 10 | 8 | 7 | no response - 1 |

2 Using the techniques learned I can develop a training program for adults

yes - 28 no - 0

3 When I share information presented at the Delphi trainings with my colleagues I do so using the knowledge and skills I gained on training adults

| | | | | | | | |
|-----------|---|---|---|---|----|---|-----------------|
| never | 1 | 2 | 3 | 4 | 5 | 6 | always |
| responses | 0 | 0 | 1 | 5 | 15 | 5 | no response - 2 |

4 Please list the topics of those workshops you conducted or are planning to conduct in the near future

17 persons responded, 11 did not respond. The topics listed were consistent and balanced: development of the local community (gmina), training volunteers, budgeting, strategic planning and proposal writing, working with sponsors, assertiveness, communication, negotiation, partnership building. I am involved in a training program for 60 people from East of Poland - Lithuania, Belarus on NGO development and management.

GENERAL QUESTIONS

- 1 Please list those skills which were new for you

11 persons did not respond to this question. Skills listed were: everything (2), consensus negotiation strategies (17), fund raising (8), proposal writing (2), conflict resolution (8), program planning (8), learning about other NGOs (2), budgeting (5), strategic planning (6), writing resumes, evaluation (2), group work (2), leadership training (3), the training methods used in the program (3), assertiveness (2), that conflict can be positive, that the use of "I" statements improves communication, compromise, vision, mission, mobilizing management, problem identification (2), choosing strategies, working with others, volunteers (5), monitoring, marketing oneself, communication skills, problem solving, collecting information.

- 2 Did any part of the training not meet the needs of your organization? If so, which parts?

25 persons did not respond to this question. 32 stated that everything met the needs of their organization. Four persons listed the following elements: Program I, one cannot evaluate a program for single mothers, an organization with business activity income does not have to find a sponsor for every idea, appraising employees.

- 3 Can you use the acquired skills in your organization/community or do they have to be adapted to account for cultural differences? If yes, what in your opinion should be changed?

49 persons responded that all the skills can be used. 7 persons did not respond to this question. Three persons stated that some of the skills require adaptation without specifying examples, and three persons named the following topics: change is needed in Polish laws regarding fund raising, budgets, fund raising from businesses, volunteers.

- 4 Which information should be added, increased or deleted?

20 persons did not answer. 12 persons said that the content was adequate. No one believed that information should be deleted. The remaining respondents would like information added or increased to the following topics: research, data collection, encourage greater participation of society in becoming involved in NGOs and supporting them financially, stress reduction (3), examples from other countries on social welfare and legal structures (2), more exercises, planning, budgeting, dialogue, assertiveness (2), fund raising (4), training of trainers, legal issues (2), volunteers (4), communication, bookkeeping, strategic planning, motivating others, my role in the group, conflict resolution, business activity income, communication barriers, marketing, interpersonal contacts (3), evaluation and monitoring, negotiating (7), negotiating with local government officials, please repeat Program I and Training of Trainers - I was unable to attend.

- 5 Please list several examples illustrating the use of the skills gained during the Delphi training program in your organization

11 persons did not respond to this question. Examples given by the others are working with local government officials, budgeting (4) brain storming strategic planning (2) negotiating with sponsors getting sponsors to make a donation (5) fund raising (11) public relations training (7) negotiating prices conflict resolution (9) negotiating (10) project planning (10) assertiveness (2) ability to be flexible problem solving (2) finding alternatives trying to achieve overall group satisfaction collecting information on opponents proposal writing (11) running meetings (2) identifying funding sources (4) cooperating with other NGOs (5), recruiting new members and/or volunteers (5) data collection and analysis mission (3) improved creativity - new models of operating goal definition (2) task scheduling better contact with clients, motivating others, identifying community resources (2) community organizing (3) used the skills during our office renovation

- 6 After each training session I share the information gained with my colleagues in the organization

| | | | | | | | |
|-----------|---|---|---|----|----|----|--------|
| never | 1 | 2 | 3 | 4 | 5 | 6 | always |
| responses | 1 | 2 | 5 | 14 | 14 | 23 | |

- 7 The work in my organization has improved as a result of implementing the techniques learned during the Delphi training

| | | | | | | | |
|------------|---|---|---|----|----|----|-----------|
| not at all | 1 | 2 | 3 | 4 | 5 | 6 | very much |
| responses | 3 | 1 | 8 | 17 | 17 | 11 | |

- 8 I believe that I am perceived differently in my organization as a result of participating in the Delphi training program

yes - 34 no - 23 no response - 5

If so in what way?

I am now perceived as a specialist in planning. It is pointed out at every occasion that I attended your training - it was great, thank you! I often play the role of a mediator. I am now responsible for program and financial reports and write proposals. Other organizations consult with me. My organizational capital has increased recognition respect, more knowledgeable, more authority less conflict. I was able to involve another colleague in the training, better results and effectiveness at work, more competent increased skills, conduct more effective training, better contact with people. I am better understood and accepted, more self-assured, I can improve a situation have a broader perspective on issues can analyze and have more effective results more valued, more decisive, open and speak to the issue at hand, increased qualifications, have a different view of my organization, more competent, better at problem solving, people trust me more at work. I am asked for my advice and opinion, can plan and finance better, better prepared theoretically for contacts with people, there were more than one of us at the training, which helped to introduce

changes in the organization colleagues use my knowledge I am perceived as a professional and have more authority I can help with conflict resolution and negotiation

Thank you very much for completing this questionnaire If you would like to add any comments please do so below We wish you much success in your work'

Additional comments

A very enthusiastic thank you "She who lights at least one spark of hope in the lives of others has not lived for naught"

The manual was very well prepared

Training of Trainers program has helped very much in my work with families

This training made me much stronger in my work I was able to meet many interesting people in other organizations contacts which remain to this day

The Training of Trainers was excellent

APPENDIX 5

Professional Qualifications of Evaluators

Betty J Mizek
Magurska 33
831 01 Bratislava, Slovakia
Telephone 42-7-376-226

EDUCATION

| | |
|-------------------|--|
| Howard University | MSW, Master of Social Work, 1993 Awarded Academic Scholarship, 1991-1993, GPA 4.0 |
| Ohio University | BA, Political Science, 1975 |

CURRENT SOCIAL WORK PROFESSIONAL EXPERIENCE

EXTERNAL TEACHER

Department of Social Policy and Social Work
Masaryk University
Brno, Czech Republic

Design and present lectures in social work practice, program evaluation, and ethnic diversity

SOCIAL WORK CONSULTANT/EXTERNAL TEACHER

Department of Social Work, Comenius University
Bratislava, Slovakia

Wrote proposal and implemented \$30,000 grant from the Higher Education Support Program (HESP) for the purpose of developing the Social Work Department by providing academic seminars and other links to western and scandinavian social workers. Design, prepare and present lectures in social work practice (Fall, Winter 1994)

SOCIAL WORK COUNSELOR

Peace Corps Slovakia
Bratislava, Slovakia

Provide crisis intervention counseling for Peace Corps Volunteers in Slovakia

SOCIAL WORK CONSULTANT

Slovak Association of Social Workers
Previdza, Slovakia

Assist in the development of this professional organization. Wrote proposal and received \$9,500 in funding for social work publications and the management of the Association office

TRAINER

Slovak Academic Information Agency (SAIA)/Support Centers International
Bratislava, Slovakia

Developed training module in "Volunteer Management" and provide training seminars for non-governmental organizations

PRIOR SOCIAL WORK PROFESSIONAL EXPERIENCE

MEDICAL SOCIAL WORKER

Washington Hospital Center, Social Work Residency Program

Washington, D C

(9/92 to 5/93)

Provided preventive, educational, and therapeutic treatment services for the psychosocial needs of patients and families in the Intensive Care, Heart Step-down, and Heart Transplant Units of the Washington Hospital Center with a focus on crisis intervention. Supervised one student in undergraduate social work residency program.

PROJECT DIRECTOR

Eldercare Program, Emmaus Services for the Aging

Washington, D C

(9/92 to 6/93)

Developed eldercare program to provide monitoring and case management to the frail elderly. Responsible for recruiting, training and implementation of this U S Government financed Administration on Aging program.

SOCIAL WORKER/CASE MANAGER

George Washington University Geriatric Assessment & Case Management Intern Program

Washington, D C

(7/91 to 9/92)

Established relationships with clients, developed care plans and provided on-going professional case management services. Conducted new research on elderly couples. Drafted and designed case management program brochure.

POLICY RESEARCH ASSISTANT

The National Council on Aging

Washington, D C

(1/91-7/91)

Collected data, analyzed regulations and developed policy research leading to the development of review and appeal procedures for State Medicaid funded waiver programs.

ADMINISTRATIVE PERSONNEL POLICY MANAGEMENT EXPERIENCE

DIRECTOR OF PERSONNEL

National Abortion Rights Action League

Washington, D C

(2/89-5/90)

Performed duties of the primary personnel officer including recruiting, interviewing, and hiring of staff, conducting new employee orientation, benefits administration, processing performance appraisals and developing and implementing personnel policies and procedures. Represented employer at union negotiations. Directed office management procedures and supervised receptionist, full-time and part-time administrative assistants.

SENIOR BENEFITS SPECIALIST

George Washington University, Office of Personnel

Washington, D C

(4/88 to 2/89)

Implemented and administered benefits for George Washington University staff of 4,000 employees. Conducted new employee orientation for faculty, medical staff, university staff and union members. Processed health, long-term disability worker's compensation and life insurance claims. Counseled employees on health care benefits and retirement planning.

PERSONNEL MANAGER

PSI Associates, Inc

Washington, D C

(8/84 to 4/88)

Administered benefits including health, life, dental, long-term disability, retirement, workers's compensation and unemployment for a psychological and health related corporation Met requirements of COBRA Liaison to General Counsel for legal related personnel matters such as substance abuse and employee terminations for cause Served as employer representative at unemployment and worker's compensation hearings Recruited, interviewed and hired staff Researched Medicaid funding procedures

DIRECTOR OF CORRESPONDENCE, WORD PROCESSING & ADMINISTRATIVE SERVICES

For President Jimmy Carter

Carter-Mondale Re-election Committee (1980) Washington, D C

Committee for Jimmy Carter Presidential Campaign(1976) Atlanta, Georgia

Supervised direct mail/correspondence and administrative operations for two nationwide presidential campaigns Recruited, hired, trained and managed a staff of 60 Supervised the successful operation of two wordprocessing centers and a copier center Negotiated contracts with vendors for all equipment and supplies Developed and managed a budget of over \$250,000 Eliminated excessive costs by developing in-house wordprocessing and data communications capability Directed production of 1.5 million pieces of mail

LEGAL ASSISTANT

Cadwalader, Wickersham & Taft

Powell, Goldstein, Frazer & Murphy

Washington, D C

(3/79-8/84)

Researched and monitored legislative and regulatory developments in aviation, corporate, real estate, federal election and international law which included general research, coverage of Congressional and regulatory hearings, research legislation and preparation of written reports Conducted Federal Election Commission audit and legal investigation for the White House General Counsel

DESK OFFICER

Department of State, Republic of China Desk

Washington, D C (1977)

Conducted a study on normalization of relations with the People's Republic of China Prepared briefing materials for a special Senate hearing pertaining to the human rights situation in the Republic of China. Liaison with Amnesty International and family members regarding political prisoners

OTHER ACTIVITIES

Organize "Seminars on Social Work Practice", May 22-26, 1995, Bratislava

Lecture, "Minimum Standards of Social Work Education in the U S , Brno, Czech Republic, April, 1995

Participant, Seminar on "Minimum Standards of Social Work Practice", Poprad, Slovakia, Oct , 1994

Lecture, "Social Work Interventions with Elderly Couples, Bratislava, Slovakia, Fall, 1994

Participant, Conference on Primary Care and the Elderly, Bratislava, Slovakia, July 1993

Participant, World Congress on Gerontology, Budapest, Hungary, July 1993

Member, National Association of Social Workers

Outreach Volunteer Program, Emmaus Services for the Aging, 1988-1990

Ombudsman Program, The Washington Home for the Elderly, 1987

Staff Member, National Democratic Presidential Convention, 1980

Vice-President, Ordway-Porter Tenants Association, 1979

Ohio Delegate, National Democratic Presidential Convention, 1976

English Instructor, Taipei, Taiwan, 1975

Participant, Sino-American Seminar For Chinese Studies, Taipei, Taiwan, 1975

President, Ohio University Student Government, 1974-75

President, Student Election Committee, Ohio University, 1975

Co-founder, Student Workers' Union, Ohio University, 1974

Qualifications of Principal Evaluator

Barbara Przybylska
ul Izbička 31 m 7
04-838 Warszawa-Radosc
Poland
Tel (48 22) 12-77-66 (hm)
(48 22) 38-34-96 (wk)

Barbara Przybylska received a Master's Degree in Social Work from Boston University in 1980, specializing in Community Organization, Management and Planning. She has worked in a number of human service non-profit organizations in Boston, directing her skills towards program development, fund raising, staff supervision, advocacy and services to clients. Before leaving for Poland, she was director and founding member of the Polish Social Cultural Association, a human service organization working to resettle Polish emigres in Boston and develop organizational management skills in the refugee community.

Her professional experience, knowledge of the Polish language and familiarity with its history and culture led her to Poland in 1991 where she worked as a consultant to the Training Department of Poland's Ministry of Labor and Social Policy, in its effort to develop a new training curriculum for that country's social work schools. In October 1992, she joined a Polish NGO - The Support Office for the Movement of Self-Help Initiatives (BORIS - Biuro Obsługi Ruchu Inicjatyw Samopomocowych). Her responsibilities there include training and technical assistance to strengthen program development, managerial and fund raising skills of self-help groups working in the field of social services. Her work in Poland is supported by the United Nations Development Program for Poland as a UN Volunteer.

Ms Przybylska conducted a mid-term evaluation of training Module I for the Polish Self-Help Development Program, but has otherwise not been involved in the Program.

APPENDIX 6

Lessons Learned: Review by Delphi Staff

Lessons Learned

THE TRAINING CONTEXT

- ♦ The best training results from a learning relationship based on the kind of genuine concern, mutual respect, and sincere, trusting friendships that can only grow over an extended time. Quick hit seminars with no opportunity for follow-up and the development of new attitudes and ideas are hollow and do not engender the self confidence and fortitude needed for emerging community organizations to take root.
- ♦ U S organizations need to be keenly aware of the levels of competency and cultural sensitivity of those staff sent to work in Eastern Europe. Incompetent staff do far more damage than good, many times disrupting otherwise successful projects and training efforts. Good personal working relationships between trainers and participants are a critical factor in the success of training programs at the grassroots. Good administrators are those that facilitate and support the training relationship and avoid the temptation to insert themselves into the interaction.
- ♦ Four years ago, ideas and people from the west were welcomed almost without question and with open arms. Now these are scrutinized closely, questioned openly and eyed with suspicion. The level of resentment that exists over the amounts of money pocketed by visiting consultants is very high. The "Marriott Brigade" is now much more than a humorous image of bumbling Americans out of touch with the country and the culture, it is a very negative epithet and an embarrassment to the U S.
- ♦ Proximity does not create homogeneity. All Eastern Europeans are not alike and should not be lumped together. Each country and culture is quite unique and should be approached individually. Assumptions and generalizations about the "Slavic mentality" probably do not apply.
- ♦ Conversely, many people in East Europe maintain distorted impressions of American society based on popular imported television shows such as Dynasty, Dallas, Beverly Hills 90210, Northern Exposure, etc. There is still a widely held view of America as a "paradise" without significant problems, a land where everyone is wealthy and lives happily everafter.
- ♦ There is a lack of information about successful East European organizations and programs which can provide models, guidance and inspiration to newer groups. The successful models actually do exist. However, due to a prevailing tendency among people to remain modest and not to boast of successes, as well as the general lack of a forum to highlight those successes, they do not receive the attention they need and deserve. There seems to be some reticence among government agencies and government-controlled media outlets to focus on successful citizen initiatives. The training organization should be prepared to spend time and energy on public education and publicity.

- ♦ **Training is only one aspect of organizational development in Eastern Europe** It needs to be integrated into a broader context for building and strengthening NGOs (i.e., networking, information sharing, teaching, research, etc.) Most of that work must be done, and is being done by the local NGO communities themselves
- ♦ **Training is most useful when it results in action by the people trained** Training is not a magic bullet, but it can help spread effective working methods --both locally developed and imported-- faster than trial and error alone
- ♦ **Participants who attend voluntarily and who are well informed about the content of the training beforehand are much more engaged in the training and much more interactive** Participants who are assigned to the training are more reticent and more concerned about being judged by their peers
- ♦ **Training based on highly interactive and participatory teaching methodologies incorporating the experiential learning cycle captures the interest and enthusiasm of the participants** The typical participant had been accustomed to lectures and rote learning The participants seem to find both the substance of the training, as well as the teaching methodologies, useful and applicable to their work
- ♦ **In Poland, indigenous trainers do not have to overcome the initial obstacles of suspicion faced by foreign trainers** Conversely, in Slovakia, indigenous trainers many times are perceived as not as proficient and effective as foreign trainers, whether they be American or Polish Slovak participants tended to be less accepting and more harsh in their criticism of indigenous trainers
- ♦ **Plan the content of the courses with direct input from the participants** This was a critically important step in assuring that the material was directed at their needs and that the final effort was seen as a joint project, not one merely imposed by an American organization This process requires more time in the needs assessment and curriculum design stages, but ensures that the implementation of the course is highly effective
- ♦ **An ideal design process would include creation of an advisory council on the issues relating to the project, to provide access to the latest research in the field on the themes being presented in the training program**
- ♦ **Competition for limited funds and territorial possessiveness around local expertise creates resistance to forming consortia and associations among indigenous NGOs** There is also an inherent general suspicion of and aversion to things that are perceived to lean toward bureaucracy
- ♦ **Formal networks, associations and other organizing strategies imposed from the outside are much less likely to take root and flourish than those initiatives that originate locally** Local organizations and people must be invested in these efforts and must have ownership of their planning and growth
- ♦ **It is generally accepted that "knowledge is power", but this can create tension** There is a tendency not to share information and a need to provide proof of benefits before there is a willingness to work together with other groups When an association is formed, there is a tendency to want to dominate, to want

to be the only such organization. The concept of "healthy" competition is still very much in its infancy.

- ♦ Rather than creating large numbers of "professional trainers" (full-time trainers), committed NGO activists should be encouraged to learn how to train others as part of their on-going work. Doing training part-time and working part-time might be a difficult balancing act, but there are strong reasons for this approach. Many people can learn training skills, but to be truly effective trainers these skills must be rooted in practical, on-going experience managing successful organizations. NGOs should try not to lose these valuable people to the emerging professional training profession.

LOGISTICS AND MATERIALS

- ♦ Having a local presence to provide ongoing communications and logistics support is another key to successful programs. However, the sponsoring organization should be careful to provide as much training and support as possible for the local staff to enable them to work independently and to make the constant cross cultural adjustments required of their go-between positions. They must have enough guidance and information to be able to see program issues from all sides.
- ♦ There is still a very large need for more materials and more resource centers. In-depth, self-guiding training manuals should be prepared and left with the participants, especially in the case of training for trainers if participants are to be expected to use their skills on their own initiative. Well prepared materials increase competence and confidence, and reduce over-reliance on mentor or partnering relationships.
- ♦ The physical space used in training situations is critical to the effectiveness of the training. If possible, a quiet country retreat setting with little distraction works far better than cramped city quarters with inadequate facilities and poor lighting. On the other hand, easy accessibility to the training site from home and workplace will dramatically affect attendance. Sites need to be politically neutral.
- ♦ The ideal number of people participating from each organization is two or three. Many of the concepts and approaches to management issues are new and not so easily understood or accepted by those in the organization who did not attend the training. Having two or three from a management team makes implementation of new ideas more easily understood by their colleagues.
- ♦ It would have been very effective to have half a dozen laptop computers or their equivalent available for those who were computer literate so additional coursework could have included information systems and use of the computer as a management tool.
- ♦ If possible, schedule the training during the day and, by all means, away from the trainees' work-site. When held in everyday working sites of the participants, the everyday distractions and interruptions of work inevitably intercede and disrupt the training. Much of the training was held in the late afternoon and early evening, after most of the trainees had finished an eight hour work day. The additional four hours of training after a full work-day requires a major effort on the part of both the trainees and the trainers. The fatigue factor seriously affected both the design and the pace of the training.

- ♦ **Training and technical assistance alone do not suffice** In order to capitalize on high energy enthusiasm and commitment, there must be funds available following the training to implement projects and underwrite organizations in this key time of their start-up phases

TECHNICAL ASSISTANCE

- ♦ **The use of highly experienced practitioners from the U S who volunteered their time and expense to give seminars and serve as consultants in more specialized areas was of tremendous importance** Their willingness to contribute their time, *pro bono*, was proof in practice of the theory expounded in the module on volunteerism
- ♦ **To its credit, America is rich with extremely competent people willing to volunteer their time and expertise, often at great personal expense, to help their counterparts in any part of the world, but especially the newly emerging democracies** There is an affinity and a sense of hope that eludes countries more remotely connected to the U S When designing technical assistance programs and selecting those who would insure success, "depth" is the operative word Depth of knowledge and experience on the same issues, at the same levels of society, make all the difference
- ♦ **Fundraising is, without a doubt, the most avidly sought-after training** It is also the most difficult Cultural, political, economic and personal overlays all strongly mitigate against asking for money The philanthropic impulses are there, but philanthropic systems are rare Without a doubt, it is the hardest fundraising environment in which to work Gains are incremental, but important none the less Direct mail, planned giving and other sophisticated fundraising techniques simply do not exist. In addition to traditional fundraising methods, attention should be given to developing small businesses to support NGOs
- ♦ **That three of the four technical assistants that Delphi sent were women deserves note** Obviously, there are many able men in these fields but the vast majority of participants in the program were women, reflecting the predominantly female leadership in the nascent community organizations
- ♦ **Careful selection of volunteers is key to success** There are many young and eager people who have studied any given field, but there is no substitute -- and no more credible and welcomed help -- than those with years of experience in the trenches of their professions and passions The richness of their lifetime, the on-the-ground experience adds invaluable depth to the overall training program
- ♦ **Acknowledge local expertise Encourage sharing Maintain a healthy sense of humor Celebrate small (and all) successes Appreciate good work Trust people Interact, do not intervene**